

**DEVELOPING AN ENGLISH READING MATERIAL USING A GENRE
BASED APPROACH FOR THE TENTH GRADE STUDENTS OF
COMPUTER AND NETWORK ENGINEERING
AT SMKN 1 PADANGCERMIN
IN ACADEMIC YEAR OF
2020/2021**



Submitted as a Partial Fulfillment of the Requirements for S1-Degree

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ABSTRACT

The objectives of this research were designing, developing and knowing the feasibility also the attractiveness of English reading materials for the tenth grade students of Computer and Network Engineering at SMKN 1 Padang Cermin. This research was categorized as Research and Development (R&D) research method. The subjects of this research were the students of Computer and Network Engineering at tenth grade of SMKN 1 Padang Cermin.

This research was adapted the ADDIE model proposed by Robert Maribe Branch. The steps of this research were conducting needs analysis, designing the product, developing the product, implementing the product and evaluating the quality of the instructional products and processes. The results of the data were in the form of quantitative data obtained using questionnaire and qualitative data in the form of open-ended questions. The English reading materials were revised based on the experts' suggestions. The learning materials consist of one unit. The topic was the use of personal computer. The development of the tasks adapted from stages of the teaching/learning cycle by Callaghan and Rothery.

The results of the research indicated that (1) the students needed the reading material which was appropriate to their study program; (2) the students like the evaluation activity in the form of looking for the main idea, and (3) the students prefer 100-200 words for the lights of the input text. To meet those needs, this research developed one unit of materials based on Curriculum 2013. It had six main parts: lead-in, reading activities, evaluation, reflection, summary and wordbook. Based on the analysis of the data from the expert judgment, the mean score by the material expert was 2.75 by the category "quite valid", and 3.5 of scoring by media expert with the category "valid". Then, the result for students' responds at XB class of Computer and Network Engineering in SMKN 1 Padang Cermin with the averaged score by respondents was 3.20 with the category "quite attractive".

Keywords : *Reading, Learning Material, Genre Based Approach, Vocational High School*



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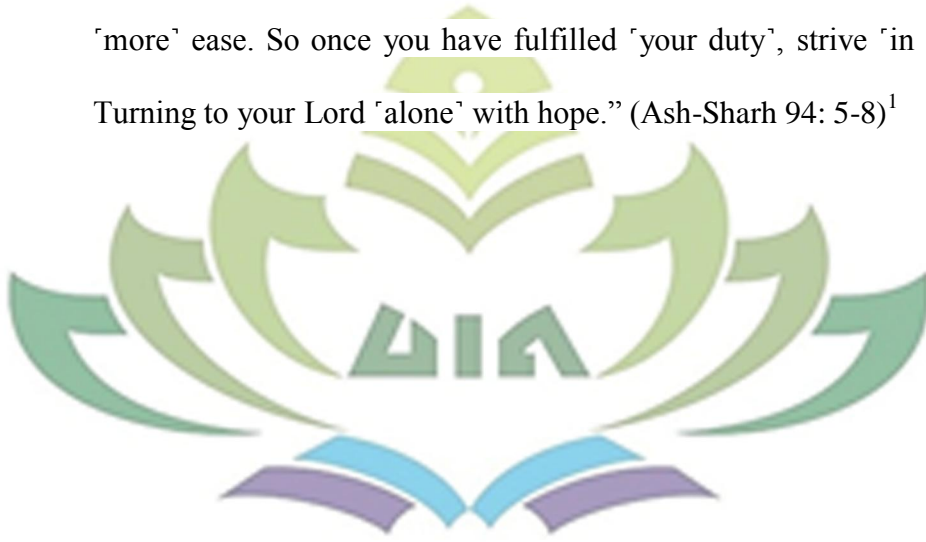
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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾ فَإِذَا فَرَغْتَ فَانصَبْ ﴿٧﴾
وَإِلَىٰ رَبِّكَ فَارْغَبْ ﴿٨﴾


“So, surely with hardship comes ease. Surely with ‘that’ hardship comes ‘more’ ease. So once you have fulfilled ‘your duty’, strive ‘in devotion’. Turning to your Lord ‘alone’ with hope.” (Ash-Sharh 94: 5-8)¹



¹ Admin, The Noble Qur'an (Online), available on: <https://quran.com/94> (July 12th, 2021)

DECLARATION

Hereby, I state this thesis entitled “Developing an English Reading Material Using a Genre-Based Approach for the Tenth Grade Students of Computer and Network Engineering at SMKN 1 Padang Cermin in Academic Year of 2020/2021” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



Bandar Lampung, 15 September 2021

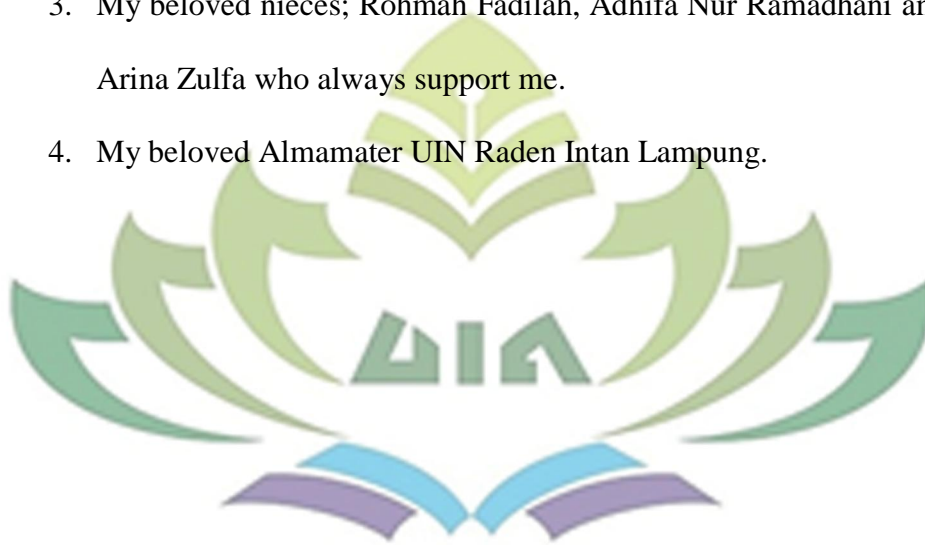
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DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Anwar and Ms. Nur Aini.
2. My beloved elder brothers and older sister; Yulius Aditama, Andika Widiyanto and Silvina Deskanita.
3. My beloved nieces; Rohmah Fadilah, Adhifa Nur Ramadhani and Faizatul Arina Zulfa who always support me.
4. My beloved Almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

Maya Andriani was born in Padang Cermin on May 1st, 1997. She is the fourth child from four children of lovely couple Mr. Anwar and Ms. Nur Aini. Maya has two older brothers namely Yulius Aditama and Andika Widiyanto and one older sister, Silvina Deskanita.

Maya started her study at SDN 1 Hanau Berak in 2004 but had to move to SDN 2 Hanau Berak in 2007 due to her father's work placement. She graduated from SMPN 4 Padang Cermin in 2012 and SMKN Padang Cermin in 2015.

During her study in UIN Raden Intan Lampung, Maya lived as a student in Ma'had Al Jami'ah. Besides that, she joined some organizations called ESA (English Student Association), UKM BAHASA and UKM AL-ITTIHAD.

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First and foremost, I would express my gratefulness to the only God, Allah SWT, for the chance, guidance, and blessings given, thus I could compose and finish this undergraduate thesis. Peace and salutation may always be sent to Prophet Muhammad peace be upon Him.

This thesis was submitted as a partial fulfillment of the requirements for an education degree in English. I realize that this thesis would not have come to its final form without generous help, support, advice, and prayers of people surround me. Many people have contributed their ideas and time to help me complete this thesis, and it would be impossible to mention all of them. However, I would like to express sincere gratitude and appreciation to the following stakeholders.

1. Prof. Dr. Hj. Nirva Diana, M.Pd., the Dean of Tarbiyah and Teacher Training Faculty at the State Islamic University of Raden Intan Lampung.
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10. Eva Pujianti M.E., Fera Purnamasari, Mika Azi Pangestu, Muslimatun Anisa Fitri., Nur Hasanah S.Pd, Putri Elbalqis S.Pd., Umi Nur Kholifah and Wulan Putri Kinasih S.E. Thank you for your friendship, motivation, and assistance given to the researcher.
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13. Last but not least, I want to thank me for believing in me, for doing all this hard work, for having no days off and for never quitting.

Finally, I have to admit that nobody is perfect and I realize that this project lacks perfection because of my limited knowledge and ability. So, I truthfully welcome criticism and suggestion to enhance the quality of this thesis.

Bandar Lampung, 15 September 2021
The Researcher,

Maya Andriani
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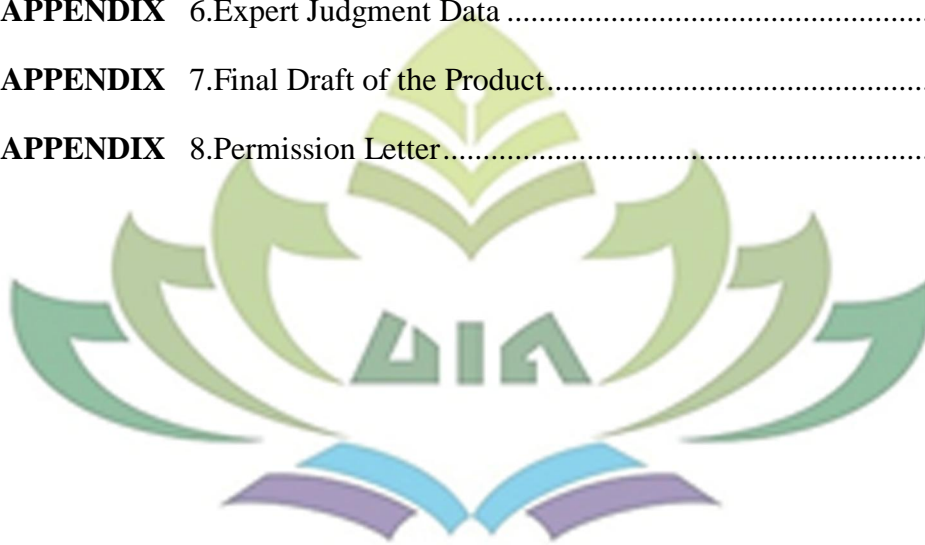
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading as one of the language skills has a very important role for the human being. It cannot be separated from our daily necessities. Every day, people read many kinds of written materials such as newspapers, advertisements, magazines, novels, academic books, and so on. It is an activity that gives people a lot of information and increases knowledge widely.² Through reading, we can get knowledge much and better than before. Besides that, we can enrich the vocabulary for certain words that we do not be familiar with before.³ For that reason, the ability to read the text in any form is needed since it will convey great knowledge to the readers.

In the field of education, reading is one of four language skills that should be mastered by the students. In the 2013 curriculum, there are two divisions of English skills; receptive skills and productive skills. Listening and reading are categorized as receptive skills while speaking and writing are productive skills. As a receptive skill, reading becomes one of the most important ways which is crucial in getting information. By having good proficiency in reading skills, the students probably can know

²Ismail, Syahriza, & Basuki, *Improving the Students' Reading Skill through Translation Method*, (Yogyakarta: International License, 2007) Journal of English Education Vol. 2, No. 2

³Karen Tankersley, *The Threadsof Reading:Strategies for Literacy Development* (Virginia: ACSD, 2003), p.52

something new they had never known before and build the curiosity of certain terms or vocabulary related to their subject study. Besides, learning English is crucial since it is used to communicate actively and to fulfill the competence demanded by companies or certain jobs. However, Reading is essentially the process of getting information from written language that students need to enrich their knowledge.⁴

Concerning this matter, Computer and Network Engineering major prepares the students to face this kind of global competitors who are going to face the real working field right after graduating from school. They will consider English as something they have to learn to support their better career and future. The students are at least expected to know Computer and Network Engineering terms in English that they will find later on once they face the real working field, such as understanding manuals, knowing computer instructions, being familiar with components of computers and networking, and so on.

The question is “how to make the students interested in reading, especially reading the text?”, Nowadays, building students’ interest in reading is not easy. The teacher should prepare the learning materials correctly to make the students curious and motivated to read them. However, students will prefer choosing to read a book that looks interesting to them.⁵ In that case, the student who has an interest in reading

⁴Miriam Burt, et al, “Reading and Adult English Language Learners”, (USA, Center for Applied Linguistics: 2003), p.33

⁵Education standards research team, “Research Evidence on reading for pleasure”, (Department for Education: 2012), p.21

material will comprehend it on a deeper level than the student who has not. Therefore, this condition is helpful for the teacher to engage them within the teaching-learning process. On the other hand, the learning process will run well, if the students have an interest.

Interest itself can influence the students' mindset to become positive in the learning process. The positive mindset gives more attention and concentration to the students in a certain subject matter. As like as stated by Hidi, he defined interest as a unique motivational variable, as well as a psychological state that occurs during interactions between persons and their objects of interest, and it is characterized by increased attention, concentration, and effect.⁶ By applying interest, students are expecting to be able in increasing their attention, concentration, and effect on their learning. Concerning the object of interest toward reading, one of several matters that the teacher should highlight is to determine what students' reading material should be used to make them more attractive on reading and involve in increasing their reading ability.

Based on the 2013 curriculum, the guidance to teach English is stated in the core of competence and the basis of competence which is issued by the authority. An English teacher is supposed to be familiar with them. For each school, the core of competence and basic competence is designed

⁶Suzanne Hidi, *Interest: A unique motivational variable*, (Toronto: Educational Research Review, 2006), p.70

differently, so the English teacher has to be careful in preparing the syllabus, lesson plan, and learning materials for teaching.⁷

Concerning this matter, the learning materials become one of the important roles in organizing the teaching and learning process. It can help the students become more familiar with English along with the relevant field they study. In addition, learning materials as one of the best approaches is considered a crucial aspect since they can help students to get more introductions in English as well as learn something new about their discipline.

Learning material indeed has an important role and position in English language teaching. It proves within providing anything which is used by teacher or learner to facilitate and keep up the language learning in every teaching-learning process. There are many kinds of learning materials such as cassette tapes, a CD Rom, tests, extra resources, and photocopiable materials. Some may offer videos, web resources, a mini-dictionary, a mini-reference book, and/or an extensive reader booklet.⁸ The materials themselves can be used to inform the learner about the target language, guide the learner in practicing the language, provide the learner with experience of the language in use, also encourage the learner to use the language and help them to make discoveries about the language.

⁷Kemendikbud, *Permendikbud Nomor 22 Tahun 2016 Tentang Standar Proses Pendidikan Dasar Dan Menengah*, (Jakarta: Kemendikbud, 2016) p.5

⁸Brian Tomlinson. *English Language Learning Material*. (Britain: Biddles Ltd, Kings Lynn, Norfolk, 2008) p.17

Although the textbook is given by the teacher, currently various learning materials are available on the library and internet. Students can opt for it easily. Unfortunately, most students still have lower interest and consideration in reading. It is proven by the statement of Tankersley in Kartini, who said that most high school graduates just had an average reading vocabulary of 1000 words, a number consider too small.⁹ The statement implied that there are still many problems that might be faced in teaching reading.

The statement is supported by Shehu; she said that some problems will be faced by the students, especially in reading context, they are as follows:

- a. *Vocabulary*. New words are seen by students as a great obstacle to comprehend a text.
- b. *Working Memory*. The students often complain of the fact that they cannot recall the information they just read. They need to hold the information in working memory long enough for the information to be more extensively processed, and often some of them lack it.
- c. *Absence of extensive reading*. Students read a little or nothing. This is considered to be a great obstacle for the students who usually fail to decode a text and analyze its meaning.

⁹Karen Tankersley, *The Threads of Reading: Strategies for Literacy Development* (Virginia: ACSD, 2003), p.99

- d. *Type of text.* Some texts are easy to be perceived some others are very difficult.¹⁰

In short, among the problems in learning reading stated by Shehu, the problems that students face in reading are the students have no good vocabulary mastery, absence of extensive reading, and comprehend the type of text. Sometimes, some texts are easy to be perceived while some others are very hard. By the statement above, the teachers are expected to be able to help the students in getting a big desire in learning reading. Besides, providing the learning material adequately is the best way to encourage their interest in reading.

Along with the data the researcher got from preliminary research conducted at SMKN 1 Padang Cermin, the students were indicated to be bored and lazy to read the text. The problem found in the field was the lack of appropriate learning materials. This problem influenced some of the bad impacts within the teaching and learning process, they were the students have no good vocabulary mastery, the students had a lower interest in reading, and the students were difficult to comprehend the text type. The teacher only provided one reference that was a textbook which was used in every meeting in the teaching and learning process.¹¹

By the fact above, since their learning material on English subject is similar to the students of senior high school, it would give them obstruction on an understanding of the instructions to operate the computer

¹⁰Irena Shehu, *Academic Journal of Interdisciplinary Studies MCSER Publishing* (European University of Tirana, 2015), p.93

¹¹Interview with Mrs. Nadhira. Agustus 20th, 2020. at SMKN 1 Padang Cermin

because no learning material integrated with Computer and Network Engineering subject. As we know, all of the instructions on the computer operation mostly using English as a language use. In addition, the absence of learning materials in variety also will make students easily to be bored to read. To sum up, while the students got bored to read, they were hard to increase the vocabulary which impacted them be difficult to comprehend the text especially to operate the instructions they need for, and to understand the definition and the function of the entire part related to a computer subject.

Ms. Nadhira, as the English teacher of SMKN 1 Padang Cermin for the tenth-grade said that the main problem that she got from teaching and learning process toward English subject was happened on the student's self, in which some students had a low willingness to studying since they were lack of vocabulary. She added; in conducting the task, students usually learned through answering a few questions about the main idea of a text. Students should read the text without having preparation or understanding about the text type, the function, or linguistic features since they were lack vocabulary. This activity was repeated every meeting, which caused students to get bored and had low motivation to read the text.¹²

One of the efforts to improve and achieve a good English competency of students' reading skills is by providing the appropriate reading learning

¹²*Ibid*

materials. In this case, materials play important roles such as initiating learning and providing input for students. Dealing with input, relevant reading materials are important since they provide much exposure to vocabulary, technical terms, and information related to a certain discipline. Furthermore, appropriateness is one of the important things to be considered. Concerning this matter, the Genre-based approach offers stages and strategies to help students have a better understanding of text-type. Hyland states that genre is a term for grouping text together, representing how writers typically use language to respond to the recurring situation.¹³

A Genre is a form of text that uses a particular format and structure.¹⁴ Therefore, the genre is a type or kind of text, which is defined in terms of its social purpose also the level of context dealing with a social purpose. By using genre, we can comprehend the text appropriately. Moreover, learning materials need to be developed on the basis that the teacher needs innovative learning materials, and the learning materials will be the guidance in the teaching-learning process.

Based on the stated problems, this research was expected to produce reading materials that can facilitate students of Computer and Networking Engineering major in learning English. Throughout the reading materials, students were supposed to learn English enjoyably and make reading

¹³Ken Hyland. *Genre and Second Language writing*, (Michigan: London. 2004), p.4

¹⁴Nell K. Duke and Victoria Purcell Gates, "Genre at Home and at School: Bridging the know to the new", *Journal of International Reading Association*. Vol 57 (1). P.30

activities a requirement to improve their vocabulary, increase their understanding of text-type, and change their English ability in a good way.

Therefore, this research tried to develop reading materials based on the genre-based approach that can be used in the English teaching-learning process. By using the genre-based approach, students were expected to be better at understanding the text type. Besides, the students will have English learning material in variable and its content will be relevant to their major which is Computer and Network Engineering. Therefore, the title of this research is “Developing an English reading material using a Genre-based approach for the tenth-grade students of Computer and Network Engineering at SMKN 1 Padang Cermin in the academic year 2021”.

B. Identification of the Problem

Based on the background of the problem above, the researcher identified the problems as follows:

1. Students were lacking vocabulary.
2. Students had a lowered interest in reading.

C. Limitation of the Problem

Based on the identification of the problem, this research only focused on developing English reading material especially for the tenth-grade students of Computer and Network Engineering in the second semester. By referring to the syllabus given by the teacher, this research decided to design a set of learning materials consisting of one unit of reading

materials for the second semester of tenth-grade students of the Computer and Network Engineering study program at SMKN 1 Padang Cermin.

The learning material only focused on descriptive text. Since the teacher explained the material that would be discussed in the second semester - especially for the text type - was only descriptive, thus this research determined to design the learning materials about the descriptive text. Besides that, this research would develop the material using one topic/theme. The learning materials' theme was designed to focus only on the term that related to Computer and Network Engineering programs.

Furthermore, the product of this research contained the explanation of English learning materials text-type and exercises activity. The advantage of this product was the content of the learning materials would be referring to computer terms that have relation to the student's major that is Computer and Network Engineering.

D. Formulation of the Problem

Based on the limitation of the problem, the problems of the research could be formulated as follows:

1. How was the learning of reading at the tenth-grade students of the Computer and Network Engineering study program at SMKN 1 Padang Cermin?
2. How was the material that was needed for the English subject of the tenth-grade students of the Computer and Network Engineering study program at SMKN 1 Padang Cermin?

3. How was the design and development of an English reading material using a genre-based approach for the tenth-grade students of the Computer and Network Engineering study program at SMKN 1 Padang Cermin?

E. Objective of the Research

Related to the formulation of the problem, the objectives of this study were as follows:

1. To know how the learning of reading at the tenth-grade students of the Computer and Network Engineering study program at SMKN 1 Padang Cermin.
2. To know the material that was needed for the English subject of the tenth-grade students of the Computer and Network Engineering study program at SMKN 1 Padang Cermin.
3. To design and develop an English reading material using a genre-based approach for the tenth-grade students of the Computer and Network Engineering study program at SMKN 1 Padang Cermin.

F. Significance of the Research

1. Theoretical significance

To the English department, this research was expected to give a deeper understanding of the Genre-Based Approach, and how to implement them in developing English learning materials, especially

in teaching reading to the tenth-grade students of Vocational High School.

2. Practical Significance

a. For English teachers

These learning materials could be used as the orientation to improve the creativity of the teacher in developing students' materials. They can also use the materials in the learning process.

b. For the students

The results of this research hopefully would be valuable for students in their English learning.

c. For other researchers

The result of the research could be an orientation for other researchers who want to develop reading materials based on a genre-based approach.

G. The Scope of the Research

In this research, the researcher determined the scope of the research as follow:

1. Subject of the research

The subject of the research was the tenth-grade students of Computer and Network Engineering at SMKN 1 Padang Cermin.

2. Object of the research

The object of the research was the use of developing an English reading material and students' interest in reading.

3. Place of the research

The research was conducted at SMKN 1 Padang Cermin.

4. Time of research

The research was conducted in the tenthgrade of the 2020/2021 academic year.



CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Reading

a. The Concept of Reading

The materials were going to develop in this research concerning reading skills and as one of the basic four skills in English, reading has its learning principles. According to Anderson, reading involves perceiving the written form of language, either visually or kinaesthetically (using Braille).¹⁵ When we read, consciously or unconsciously recognize written symbols as words with meaning.

The act of reading includes deciphering, or decoding, written words, and letters, transforming them into recognizable language, and understanding their meaning.¹⁶ Reading can be simply defined as making meaning from print and visual information. Nevertheless, it is not as simple as what imagine. Reading is kind of an active process that requires a great deal of practice and skill. It is a complex task that seems to go on inside people's heads. To be readers, learners must take their ability to pronounce words and

¹⁵J. Charles Alderson, *Assessing Reading*, (UK: Cambridge University Press, 2000) P12

¹⁶Marian Sainsbury, Collin Harrison, and Andrew watts, *Assessing Reading: From Theories to classroom*, (Berkshire: NFER, a Cambridge Assessment, 2006), p2

to “read” pictures and then make the words and images mean something.

As we know, reading will give us information. According to McCracken and Walcutt, reading is to get information of some sort from the printed page. Reading is first of all, and essentially, the mechanical skill of decoding, of turning the printed symbols into the sounds, which are language. Of course, the reason we turn the print into sound (that is, read) is to get at the meaning. We decode the printed symbols to hear what they say.¹⁷ Thus, when we read the text, we will get the information through the decoding process of printed symbols.

Concerning to this matter, reading is a process of getting the meaning of something written or printed by interpreting its character or symbols. Sutari in Yolanda also defines reading as a second language that is defined as a process of grasping full linguistics meaning in the new language through the symbol used to represent it.¹⁸ Reading, on the other hand, is an activity to analyze every code or pattern of the language of text then transform it into a recognizable language or the reader’s native language to understand the meaning of text completely.

¹⁷Glenn McCracken and Charles C. Walcutt, *Basic Reading*, (California State Department of Education, 1969), p.72

¹⁸Yolanda M. *Students Difficulties in Comprehending the English Reading Text*, (Lampung: UIN RADEN INTAN, 2019), p.9

Further, reading is a process of making sense of written ideas through meaningful interpretation and interaction with language.¹⁹ It is a statement by Heilman about reading. Meaning, comprehension will be reached in the condition that a reader can interact and interpret what the author wants to express in his/her written or printed language.

In addition, Haris affirmed that “reading is the meaningful interpretation of printed or written verbal symbols which also involves sensing, perceiving, achieving meaning, learning reacting in a variety of ways.”²⁰ To sum up, reading is a process between a reader and a text to create meaning from the printed and written materials.

b. Teaching Reading

If we are to succeed in teaching students to read, we must first engage them in the reading process. Because reading is one of the main skills in English, the teacher must immerse students in as much reading as possible to get better at reading. Brown in Kartini, states that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of

¹⁹ Arthur W. Heilman, *et. al.*, *Principles and Practice of Teaching Reading*, (5thEd), (Columbus: Charles E. Merrill Publisher Company, 1981), p.242

²⁰ Albert. Haris, *Effective Teaching and Reading* (New York: David Mckay company, 1962), p.9

something, proving with knowledge, causing to know or understand.²¹

The goal of teaching reading must be to teach comprehension skills and strategies, to develop background knowledge, to expand vocabulary and oral language, and to build understanding and comprehension skills. We must teach students how to approach all types of text, and provide motivation, excitement, and self-confidence to our students as readers.²²

There are some principles behind the teaching reading stated by Harmer in Ulumuddin:

1. Encourage students to read as often and as much as possible.

The students have to read as much as possible so that it can improve the students reading comprehension.

2. Students need to be engaged with what they are reading.

The teacher provides the interesting text so that the student is engaged with the text.

3. Students should be encouraged to respond to the content of a reading text, not just to the language.

Students have to know the message of the text and they can retell or express the story.

²¹ Riska Desri Kartini. *Teaching and Learning Reading Through Give one Get one strategy*. (Lampung: UIN Raden Intan. 2017). p.15

²² Karen Tankersley, *The Threads of Reading: Strategies for Literacy Development* (Virginia: ACSD, 2003), p.144

4. Prediction is a major factor in reading.

The students have to look at the cover and back cover to help them select what to read and then to help them get into the book.

5. Match the task to the topic.

Students are asked to read based on the level then the students have to do the task which is appropriate to the text that they read.

6. Good teachers exploit reading text to the full.

The teacher makes the reading text into an interesting lesson sequence and using a range of activities to bring the text to life.²³

In conclusion, one of the most important tasks that teachers have to perform is that of organizing students to do various activities. This often involves giving the students information, telling them how they are going to do the activity, putting them into pairs or groups, and finally closing things down when it is time to stop.²⁴

Nevertheless, the success of learning to read is fully in hands-on students because no one can teach explicitly the relevant categories, features, and interrelationships that are involved in a

²³ M Ahya Ulumuddin. *The Influence of Using Two Stay Two Stray Technique Towards Students' Reading Comprehension in Narrative Text*. (Lampung: UIN Raden Intan, 2018) pp. 12-13

²⁴ Jeremy Harmer. *The Practice of English Language Teaching*. (Pearson Longman ELT, 2007). p.111

text. As a result, to gain all knowledge explained by the experts above, the students have to be able to perfectly solve the problems of reading by generating and testing their hypothesis helped by their background knowledge and experience in reading. So that's why to make the students able to gain all the knowledge and reading ability better, the teacher should preparing the learning material as well as and as attractive as possible.

c. Reading Skill

The skill and strategies for accomplishing reading emerge as a crucial consideration in the assessment of reading ability. The micro-and macro-skills below represent the spectrum of possibilities for objectives in the assessment of reading comprehension.²⁵ The aspects can also be used as consideration in developing reading materials and obtain reading objectives in the learning and teaching process.

Then, teachers also should understand the micro-and macro-skills of reading to apply in teaching reading.

Micro-skills for reading comprehension:

- 1) Discriminate among the distinctive graphemes and orthographic patterns of English.

²⁵H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (California : Longman, 2003) p.188

- 2) Retain chunks of the language of different lengths in short-term memory.
- 3) Process writing at an efficient rate of speed to suit the purpose.
- 4) Recognize a core of words, and interpret word order patterns and their significance.
- 5) Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g, tense, agreement, and pluralization), patterns, rules, and elliptical forms.
- 6) Recognize that a particular meaning may be expressed in different grammatical forms.
- 7) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Macro-skills for reading comprehension:

- 1) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- 2) Recognize the communicative functions of written text, according to form and purpose.
- 3) Infer context that is not explicit by using background knowledge.
- 4) From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and

detect such relations as the main idea, supporting the idea, new information, generalization, and exemplification.

- 5) Distinguish between literal and implied meanings.
- 6) Detect culturally specific references and interpret them in the context of the appropriate cultural schemata.
- 7) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of the text.²⁶

Based on the micro-skills and macro-skills above, the researcher concludes that reading is a process of interpreting and extracting meaning from printed or written text by an active activity to find main ideas, explicit and implicit information, and the meaning of the words based on the context.

d. Teaching Reading at Vocational High School

Teaching and learning English at vocational high schools cannot be separated from the curriculum as the guide to conducting a subject. The Ministry of Education in Indonesia designs Curriculum 2013 as the newest curriculum in Indonesia to change the previous curriculum, the School-based Curriculum (KTSP).

According to Curriculum 2013, English in vocational high school now is categorized as a compulsory subject. It means that

²⁶*Ibid.* p188

vocational high school students must learn it and achieve the basic competencies that have been listed according to the curriculum. English teaching aims to form students' language skills. Spoken and written languages are the basis of learning a language which means that the students have to master both of them.

Concerning this matter, the national ministry of education has arranged regulations that standardize the national curriculum. In the national curriculum, the standard of competence and core competence of English teaching and learning for each grade has been regulated. The national curriculum is expected to be a guideline for the teachers in making decisions about how they teach and what learning materials they will use to teach senior high school students.

It is stated in *UU nomor 20 tahun 2013; PP nomor 19 tahun 2005* that a curriculum is a set of plans and rules about the aim, content, and course materials and also the way that is used as the orientation of teaching and learning implementation to reach the goal of national education. Students of vocational high school should master some micro-skills as stated in the Core Competence and Basic Competence.

The Curriculum 2013 takes a significant role in the teaching-learning process. According to the steps of the scientific approach, which are observing, questioning, collecting data, analyzing,

communicating, and creating the materials that will be given to students must be well-prepared and be well-observed. Teachers should teach intelligently to support the goal of the teaching-learning process.

In this research, the researcher used Curriculum 2013 as the guide to develop the materials since SMKN 1 Padang Cermin as the subject of this research employs Curriculum 2013. Because the research was conducted for tenth-grade students, the materials were based on the core competence and basic competencies at the grade.

The following table presented the core competence and basic competence of reading skills for tenth-grade students of vocational high school in the second semester according to curriculum 2013.

Table 1.1 Core of competence and basic competence of reading skill for the tenth-grade students of Vocational High School in the second semester

Core of competence	Basic of competence
KI-1 : Menghayati dan mengamalkan ajaran agama yang dianutnya KI-2 : Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsive,	3.4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks

<p>dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, kawasan regional, dan kawasan internasional.</p> <p>KI-3 : Memahami, menerapkan, dan menganalisis pengetahuan factual, konseptual, procedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.</p> <p>KI-4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara</p>	<p>penggunaannya.</p>
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mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.	
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Source: syllabus given by Ms. Nadhira, an English teacher of students of Computer and Network Engineering at tenth grade of SMKN 1 Padang Cermin.

The table shows that the reading teaching and learning on the second semester of the tenth-grade students of Vocational High School was expected to achieve the competency of understanding the written language to access knowledge. The written language used as the reading learning materials was short functional text like descriptive text.

2. Developing English Reading Materials

a. Definition of Learning Materials

Materials are an important element in the curriculum whether developed commercially or only produced by a teacher. It often becomes the most real and the most visible aspect of the curriculum as the component of pedagogy. The syllabus defines the goals and objectives, the linguistic and experiential content. Materials can provide detailed information of this specification. That is the statement proposed by Nunan about the definition of materials.²⁷

²⁷Rizqie Oktanti Triandari, *Developing Reading and Writing Learning Materials for grade eight students of SMP Negeri 4 Malang*, (Yogyakarta, Universitas Negeri Yogyakarta: 2015) p23

Learning materials are one of the important aspects of learning a foreign language. It is because learning materials are the source of learning for the students. By the special needs of the Vocational High School students, they must be provided with special English material which is concentrated on their expertise program. The Vocational High School students need to master English for both passive and active communication and they need English for both academic and non-academic contexts.

b. Need Analysis

The researcher used need analysis to observe, surveys, interviews, situation analysis, and analyzes language samples collected in different settings. By using need analysis, the researcher would determine the kinds of communication learners would need to master if they were in specific occupational or educational roles and the language features of particular settings. Richard in Risangsukmo explains that the focus of needs analysis is to determine the specific characteristics of a language when it is used for specific rather than general purposes.²⁸

Hutchinson and Water in Kusuma also explain that the analysis of target needs focuses on three areas: necessities, lacks, and

²⁸Wulur Risangsukmo, *Developing Reading Learning Materials for Year XI Students of Computer Engineering and Networking Department at SMKN 1 Sedayu*, (Yogyakarta, UNY: 2015)p33

wants.²⁹Before conducting design, needs analysis is needed to specify why the learners need to learn English.

1. Target needs

Target needs belong to what the learners need to do in the target situation. In analyzing the target needs, three considerations should be considered namely necessities, lacks, and wants.

a. Necessities

This term belongs to what the learners have to know to function effectively in the target situation.

b. Lacks

This term belongs to the gap between what learners have to know and what the learners know already.

c. Wants

This term belongs to what the learners view as their needs.

Here, before starts designing a material, teachers and material developers have to know what is needed by the learners.

2. Learning needs

Learning needs are the knowledge and abilities that learners will require to be able to perform to the required

²⁹Parwaka Budi Kusuma, *Developing an English Speaking Material for the Grade Eleven Students of Automotive Engineering at SMK Sanjaya Ngawen in the Academic Year 2013 – 2014*, (Yogyakarta, UNY: 2013)p43

degree of competence in the target situation. The information about learning needs may be recorded in the form of language items, skills, strategies, or subject knowledge which is needed by the researcher or developer.

After the process of identifying the learners' needs is finished, what the researcher should know next is the process of developing materials.

c. Criteria of Good Materials

Developing English learning materials should follow some criteria as a guide. This is important to know that the materials are good or not. Tomlinson stated the criteria of good materials as follows.³⁰

- 1) Materials should achieve impact. The impact can be noticed from the effects on learners, such as their curiosity, interest, and attention in the materials.
- 2) Materials should help learners to feel at ease. This means the materials are not difficult to solve.
- 3) Materials should help learners to develop confidence. Attempt to build confidence through activities that try to 'push' learners by engaging them in tasks that are stimulating, which are problematic, but which are achievable too.

³⁰ Brian Tomlinson, *Materials Development in Language Teaching*, (UK: Cambridge University Press, 2011), pp.8-23

- 4) English language teaching materials should allow for a focus on form as well as function. What is being taught should be perceived by learners as relevant and useful.
- 5) Materials should require and facilitate learners' self-investment. It would seem that learners profit most if they invest interest, effort, and attention in the learning activity.
- 6) Learners must be ready to acquire the points being taught. The students have to prepare themselves to be readily accepting the materials.
- 7) Materials should expose the learners to language in authentic use. To make the learners produce authentic language use, comprehensible and authentic input should be used.
- 8) The learner's attention should be drawn to the linguistic features of the input.
- 9) Materials should provide the learners with opportunities to use the target language to achieve the communicative purpose. Good materials should facilitate the learners in negotiating the meaning. So the learners are forced into using the target language.
- 10) Materials should take into account that the positive effects of instructions are usually delayed.
- 11) Materials should take into account that learners differ in learning styles.

- 12) Materials should take into account that the learners differ in affective attitudes.
- 13) Materials should permit a silent period at the beginning of instruction.
- 14) Materials should maximize learning potentials by encouraging intellectual aesthetic, and emotional involvement, which stimulates both right and left brain activities.
- 15) Materials should not rely too much on controlled practice. The materials should be varied from the guided tasks, semi-guided tasks, to production tasks. They should be arranged in balance.
- 16) Materials should provide opportunities for outcome feedback.

Eventually, to design a good material, the researcher has to consider some aspects of the designing product. By using those instructions, the researcher expected to be able more mindful on design the product.

d. Materials Development

The term of material is used to refer to anything which is used by teachers or learners to facilitate the learning of a language. Materials could be videos, DVDs, emails, YouTube, dictionaries, grammar books, readers, workbooks, or photocopied exercises. They could also be newspapers, food packages, photographs, and live talks by invited native speakers, instructions given by a

teacher, tasks written on cards, or discussions between learners. In other words, they can be anything that is deliberately used to increase the learners' knowledge and/or experience of the language.³¹

Nunan and Carter also define materials as anything which can be used to facilitate the learning of a language. They can be linguistic, visual, auditory, or kinesthetic, and they can be presented in print, through live performance or display, or on cassette, CD-ROM, DVD, or the internet. They can be instructional in that they inform learners about the language, they can be experiential in that they provide exposure to the language in use, and they can be elicitation in that they stimulate language use, or they can be exploratory in that they seek discoveries about language use.³²

Despite this, Tomlinson stated that materials development is both a field of study and a practical undertaking. As a practical undertaking, it refers to anything which is done by writers, teachers, or learners to provide sources of language input, to exploit those sources in ways that maximize the likelihood of intake, and to stimulate purposeful output: in other words the supplying of information about and/or experience of the language in ways

³¹ Brian Tomlinson, *Materials Development in Language Teaching*, (UK: Cambridge University Press, 2011), p.2

³² Ronald Carter and David Nunan, *Teaching English to speakers of other languages*, (UK: Cambridge University Press, 2001), p.66

designed to promote language learning. Ideally, the ‘two aspects of materials development are interactive in that the theoretical studies inform and are informed by the development and use of classroom materials.’³³

3. Theories of Task

a. Definition of task

To help students understand the subject, the teacher usually gives them tasks. Richards and Renandya in Anggraini define tasks as activities that learners carry out using their available language resources and leading to real outcomes.³⁴ A task can be a piece of work that students have to do, usually as part of a larger project.

According to Nunan in Suhartanto, a language learning task requires four components; the goal, the input, the activities, and the roles for the teacher and students. Goals are defined as intentions behind any given learning task. Input refers to the text which is the point of departure of the task to be read.³⁵ It is meaning, to compose the task on language learning, the teacher or the writer should consider some aspect such as; goals (intention of the learning task), the input (the text on the task), the activities (learners doing something that relates to the goals of the course),

³³ *Ibid*, p.2

³⁴ Silvia Dayu Aggraini. *Developing Task-Based English Materials for the Tenth Graders of Automotive Engineering Study Programme At Smk Yappi Wonosari*. (Yogyakarta: UNY, 2016). p22

³⁵ Pujo Suhartanto, “*Improving Students’ Reading Comprehension by Using the Task-Based Learning*”, (Surakarta, Sebelas Maret University: 2012) p37

and the roles (the part played by a teacher and students in a particular situation).

Furthermore, Richard defines a task as follows:³⁶

- a. It is something that learners do, or carry out, using their existing language resources or those that have been provided in pre-task work.
- b. It has an outcome that is not simply linked to learning language, though language acquisition may occur as the learner carries out the task.
- c. It is relevant to learners' needs.
- d. It involves a focus on meaning.
- e. In the case of tasks involving two or more learners, it calls upon the learners'
- f. Use of communication strategies and interactional skills.
- g. It provides opportunities for reflection on language use.

In summary, a task can be defined as the piece of activity that learners do to facilitate the language learning process. By using the task, students are expecting to be able to comprehend the material.

³⁶Richard, "Different between Task, Exercise, Activity", ([https:// www.professorjackrichards.com/ difference-task-exercise-activity/](https://www.professorjackrichards.com/difference-task-exercise-activity/), accessed on 26 september 2020 at 8.54 AM)

b. Component of Task

Nunan in Trisnani proposes six components of the task as discussed in the following:³⁷

1. Goals

Goals are the general aim behind any given learning task. They may relate to arrange of general outcomes (communicative, affective, or cognitive) or may directly describe teacher or learner behavior. Goals are not always explicitly stated. They can be inferred from an examination of a task. Additionally, a task may have more than one underlying goal.

2. Input

Input refers to the data (spoken, written, and visual) that form the point of departure for completing a task. It is any kind of language product/communication data. Input can be found out in any sources, such as memo notes, photographs, shopping lists, recipes, menus, newspaper extract, etc.

3. Procedures

Procedures specify what learners will do with the input which forms the point of departure for the learning task.

³⁷Ayu Wulan Trisnani. *Designing English Reading Tasks for the Seventh Grade Students of SMP N 2 Pundong Bantul Yogyakarta*. (Yogyakarta: UNY, 2013). p24

4. Teacher and Learner Roles

According to Breen and Candlin in Nunan, the teacher has three main roles in the communicative classroom. The first is to act as a facilitator of the communicative process, the second is to act as a participant, and the third is to act as an observer and learner.

5. Settings

Setting refers to classroom arrangements specified or implied in the task, and it also requires consideration of whether the task is to be carried out wholly or partly outside the classroom.

c. Type of Task

Richard in Anggraini stated there are two types of task, they are consists of:

1) Pedagogical Task

Pedagogical task refers to specially designed classroom tasks that are intended to require the use of specific interactional strategies and may also require the use of specific types of language such as skills, grammar, and vocabulary.

2) Real-world Task

Real-world task refers to the tasks that reflect the real-world uses of language and that might be considered a rehearsal for real-world tasks.³⁸

³⁸Silvia Dayu Aggraini., Op. Cit., p25

In summary, on design materials, the author (in this case is a researcher) should consider whether the task that will be designed is directed to the pedagogical or real-world task. While the pedagogical tasks is more focused on skills, grammar, and vocabulary. On the contrary, a real-world task is more focused on practice.

4. Genre-Based Approach

a. The concept of Genre

Texts that fulfill the same social purpose share the same general structure, a structure that is given substance through similar configurations of words and grammatical structures. These patterns are called *genres* or *text-types*. A genre is a category of texts with similar language patterns used to achieve similar social purposes (Suzan Feez: 2016).³⁹

The Genre-Based Approach, also known as a text-based approach, sees communicative competence as involving the mastery of different types of texts. Text here is used in a special sense to refer to structured sequences of language that are used in specific ways.

Feez and Joyce elaborated the aims of the genre-based approach to literacy education that is to teach students about whole texts as the main unit of purposeful language use and about

³⁹Susan Feez and Helen de S. J. *Exploring Literacies*. (England: Macmillan, 2016).p72

varieties of language to use in different contexts. This involves teaching students to predict what type of text, or genre, will be used to achieve a particular social purpose and what variety of language, or register, to adopt in a particular social context.⁴⁰

According to Gerot and Wignell in Mufarridun there are many kinds of texts such as; recount, reports, analytical exposition, news items, anecdote, narrative, procedure, descriptive, hortatory exposition, explanation, discussion, and reviews text.⁴¹

1) Recount Text

Recount text is to retell events (to inform and entertain).

2) Report Text

Report text is to describe the way things are, concerning a range of natural and social phenomena in our environment.

3) Analytical Exposition

The social function of analytical exposition is to persuade the reader or listener that something is the case.

4) News Items

This is text to inform readers, listeners, or viewers about events of the day which are considered newsworthy or important.

⁴⁰*Ibid.* p.24

⁴¹ Muhammad al mufarridun, The Influence of Using Free Writing Technique Towards Students' Analytical Exposition Text Writing Ability, (Lampung: UIN Raden Intan), p.20

5) Anecdote

The purpose of anecdotes is to share with others an account of an unusual or amusing incident.

6) Narrative Text

The narrative text is to amuse, entertain, and deal with the actual or vicarious experience in different ways; the narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

7) Procedure Text

It is a text that describes how something is accomplished through a sequence of activities or steps.

8) Descriptive Text

Descriptive text is a text to describe a particular person, place, or thing.

9) Hortatory Exposition

The purpose of hortatory exposition text is to persuade the readers or listeners that something should or should not be the case.

10) Explanation

The function of explanation text is to explain the process involved in the formation or workings of natural or socio-cultural phenomena.

11) Discussion

Spoof has the social function of discussion to present two points of view about an issue.

12) Review

The social function of review text is to critique an artwork or event for a public audience.

From all types of text stated by Gerot and Wignell, each text has a function itself. Concerning this matter, the division of text is directed to help readers easy to understand the intention and function of each text.

b. Curriculum 2013 and Genre Approach

Below are the advantages of genre-based instruction stated by Hyland in Suseno, it can be summarized as follows.

Genre teaching is:

- 1) Explicit. It makes clear what is to be learned to facilitate the acquisition of writing and reading skills.
- 2) Systematic. It provides a coherent framework for focusing on both language and contexts.
- 3) Needs-based. It ensures that course objectives and content are derived from student's needs.
- 4) Supportive. It gives the teacher a central role in scaffolding student learning and creativity.

- 5) Empowering. It provides access to the patterns and possibilities of variation in valued texts.
- 6) Critical. It provides the resources for students to understand and challenge valued discourses.
- 7) Consciousness-raising. It Increases teacher awareness of texts and confidently advises students on their reading.

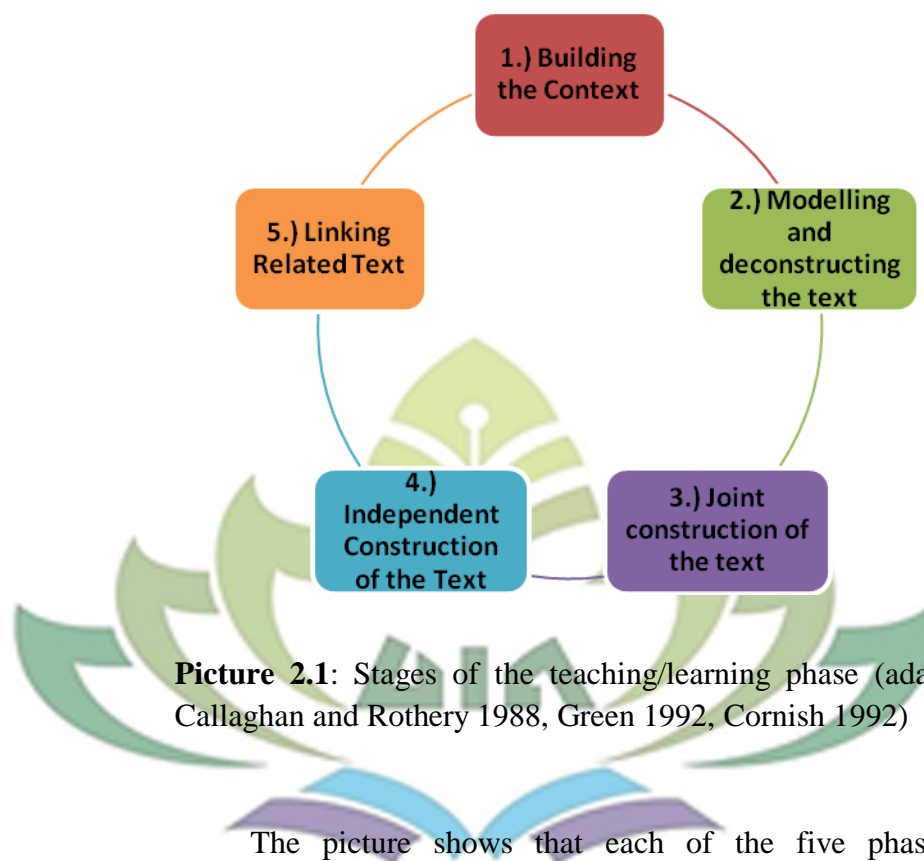
Based on the criteria above, the researcher concluded that using genre is helpful to increase the teaching-learning process on text-type material in English subjects.

c. Teaching/Learning Cycles

There are five cycles in the Genre-Based learning process according to Susan Feez in Suseno. The cycle of teaching and learning activities in the genre approach consists of several stages which the teacher and students go through so that students gradually gain independent control of a particular text-type.⁴²

⁴² Anwar Aji Suseno, *Developing Reading Materials Using a Genre Based Approach for the ninth Grade Students of SMPN 1 Depok in the first semester*, (Yogyakarta, Yogyakarta State University, 2014), p23

Picture 2.1 denotes the teaching/learning phase which has been used successfully in the field of adult TESOL (Teachers of English to Speakers of Other Languages).



Picture 2.1: Stages of the teaching/learning phase (adapted from Callaghan and Rothery 1988, Green 1992, Cornish 1992)

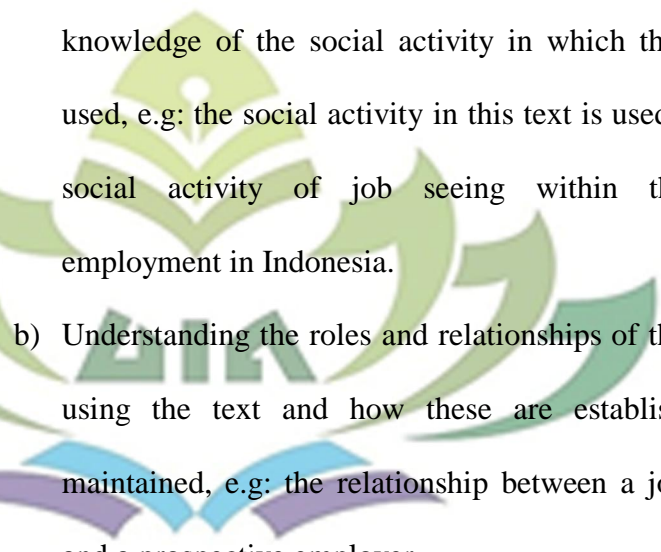
The picture shows that each of the five phases of the teaching/learning cycle is planned to achieve a different function within the cycle of teaching and learning. Each phase is associated with different types of activities. The purpose and focus of each phase are outlined below.

1. First Cycle (Building the context)

In this phase, students are introduced to the social context of an authentic model of the text type being studied. Then the students explore features of the general cultural context in

which the text type is used and the social purposes the text type achieves. After that, they explore the immediate context of the situation by investigating the register of a model text which has been selected based on the course objective and the learner's need.

An exploration of register involves:

- 
- a) Building knowledge of the topic of the model text and knowledge of the social activity in which this text is used, e.g: the social activity in this text is used, e.g: the social activity of job seeing within the topic employment in Indonesia.
 - b) Understanding the roles and relationships of the people using the text and how these are established and maintained, e.g: the relationship between a job seeker and a prospective employer.
 - c) Understanding the channel of communication being used, e.g: using the telephone, speaking face-to-face with members of an interview panel.

Context–building activities include:

- a) Presenting the context through pictures, audiovisual material, reality, excursions, field trips, guest speakers, etc.

- b) Establishing the social purpose through discussions or surveys etc.
- c) Cross-cultural activities
- d) Related research activities
- e) Comparing the model text with other texts of the same or contrasting type.

2. Second Cycle (Modeling and Deconstructing the text)

In this stage diagnostic assessment helps the teachers to decide how much time to devote to particular language features and what kind of presentation or practice students need with each feature. Modeling and deconstruction activities are undertaken at both the whole text, clause, and expression levels.

Here are the sample activities in this cycle:

- a) Presentation activities using devices, such as OHTs, charts, big books, board work, etc.
- b) Sorting, matching, and labeling activities: sorting sets of texts, sequencing jumbled, stages, labeling stages, etc.
- c) Activities focusing on cohesive devices like sets of related lexical items, conjunction, modality, reference e.g: semantic maps, vocabulary networks, cloze, transparency overlays, etc.

- d) Presentation and practice activities relating to the grammatical features of the text.
- e) Oral-aural, pronunciation, decoding, spelling, handwriting, or typing practice as needed for the use of the text-type.

3. Third Cycle (Joint Construction of text)

In this stage, students begin to contribute to the construction of whole examples of the text-type the teacher gradually reduces the contribution to text construction, as the students move closer to being able to control the text-type independently.

Joint construction activities include:

- a) Teacher questioning, discussing, and editing whole class construction, then describing onto board or OHT.
- b) Skeleton texts
- c) Jigsaw and information gap activities
- d) Small group construction of texts
- e) Dictation
- f) Self-assessment and peer assessment activities

Diagnostic assessment is critical at this phase as the teacher must decide whether students are ready to move to

independent functioning or whether they need to undertake further work at the text modeling of joint construction.

4. Fourth Cycle (Independent Construction of Text)

After having the experience of collaborating with friends, in this phase, the students are expected to work independently with the text.

Independent construction activities include:

- a) Listening tasks e.g: comprehension activities in response to live or recorded material such as performing a task, sequencing pictures, numbering, ticking, or underlining material on a worksheet, answering the question.
- b) Speaking tasks e.g: spoken presentation to the class, community organization, workplace, etc.
- c) Listening and speaking tasks e.g. role plays, simulated or authentic dialogues
- d) Reading tasks e.g. comprehension activities in response to written material such as performing a task, sequencing pictures, numbering, ticking, or underlining material on a worksheet, answering questions.
- e) Writing tasks demand that students draft and present whole tasks.

5. Fifth Cycle (Linking to Related Text)

In this phase, students investigate what they have learned in this teaching/learning cycle can be related to other texts in the same or similar contexts future or past cycles of teaching and learning.

Activities that link the text-type to related texts include:

- a) Comparing the use of the text-type across different fields
- b) Researching other text-types used in the same field
- c) Role-playing what happens if the same text-type is used by people with different roles and relationships.
- d) Comparing spoken and written models of the same text-type.
- e) Researching how a key language feature used in this text-type is used in other text-types.⁴³

It is very important to note that the genre approach does not advocate that students mindlessly imitate the teacher. Instead of allowing students to learn to function at a level beyond that which they could learn to do their own.

⁴³*Ibid.* p23

B. Relevance Research

There are some related researches about developing English materials that have been done by several researchers. One of them is English materials of reading that were already made by Suseno. He also used a Genre-Based approach for his research. There are two differences in the research conducted by suseno and this research. First, the research conducted by Suseno was reading materials that deal with the students of junior high school, while this research was intended for the students of vocational high school. Next, for Suseno's research, the curriculum used to develop the syllabus is the text-based curriculum. While the curriculum used for this research is 2013 curriculum.⁴⁴

The research done by Jayanti is also relevant to this research. She also took the developing reading materials for vocational high school students. The difference between Jayanti's researches with this research is the materials are based on CBI (content based-instruction) while this research is based on Genre-Based approach.⁴⁵

⁴⁴Anwar Aji Suseno, *Developing Reading Materials Using a Genre Based Approach for the ninth Grade Students of SMPN 1 Depok in the first semester*, (Yogyakarta, Yogyakarta State University, 2014)

⁴⁵Erna Dwi Jayanti, *Developing Reading Learning Materials for the Grade X Students of Computer Engineering and Networking Program at SMKN 1 Pundong in the academic year of 2014/2015*, (Yogyakarta, Yogyakarta State University, 2015)

C. Conceptual Framework

The Computer and Network Engineering program as one of the vocational high school programs in Indonesia needs English to sustain the students to be able to face the development of technology that has been growing promptly. Regarding this statement, according to the curriculum of 2013, the students should be able to communicate both in written or oral language, the researcher convinced that the students should master the four English skills. One of the basic skills that students should be master is reading. Reading is usually considered a complex activity because there are many elements included in it, such as grammar, sentence structure, vocabularies, and the type of texts that should also be understood by the students.

Unfortunately, based on the need analysis conducted by the researcher, it could be seen that there were some difficulties or problems in teaching reading in vocational high school. The problems were:

1. Students were lacking vocabulary.
2. Students had a lowered interest in reading.

By determining the theoretical and practical background, the researcher tried to solve the problems by designing reading materials based on a Genre-Based Approach to support the learning materials used before that will give an impact on language teaching

and the learning process. The product of this research then was expected to help students become more excited to learn English, especially reading skills.

The materials themselves should represent the students' needs. Besides, the researcher had to consider that the materials should be arranged by observing the students' interests, experiences, and the policy stated in the curriculum 2013. Furthermore, the product was expected to help students in Computer and Network Engineering program become more excited to learn English, especially reading skills. Reading skill was chosen as the focus of this research since there were not many English reading materials that were relevant to the field.

To see what the actual student needs were, a needs analysis was conducted by distributing questionnaires. The result of the needs analysis then becomes the basis to design the reading materials. The materials were about the computer and networking field, such as the reading text, task, and vocabulary. Developing the materials was an important way since it helps the students to reach their purposes in the teaching and learning process.

There were five steps in developing the learning material based on ADDIE, the model of development. The steps were to analyze the performance gap, to design the desired performance and appropriate testing methods, to develop the product, to implement

the product, and to evaluate the quality of the instructional products and processes. The learning material would consist of one unit that using core competence and basic competence of reading skills for the tenth-grade students of vocational high school in the second semester.



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